

CHINO VALLEY UNIFIED SCHOOL DISTRICT  
INSTRUCTIONAL GUIDE  
UNITED STATES HISTORY AND GEOGRAPHY:  
CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY  
*(formerly US History)*

Course Number	5211
Department	History/Social Science
Length of Course	Two (2) Semesters/One (1) Year
Grade Level	11
Credit	5 units per semester/10 total credits – US History
Repeatable	Not repeatable for credit
UC/CSU	Meets "a" history/social science requirement
Board Approved	April 17, 2008

**Description of Course** - The History-Social Science course of study is a guide to the eras and civilizations to study. These standards require students not only to acquire core knowledge in history and social science, but also to develop the critical thinking skills that historians and social scientists employ to study the past and its relationship to the present. It is possible to spend a lifetime studying history and not learn about every significant historical event; no one can know everything. However, the State Board hopes that during their years of formal schooling, students will learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

**Rationale for Course** - To have an understanding of why the United States is as it is today, one must understand what we were like in the past. To understand present day social, cultural, and legal questions, one must have an understanding of what questions prompted discussion and change in the past. To have an understanding of the twentieth and twenty-first century America, one needs to understand the nineteenth century, with its pivotal war, the Civil War. To be an informed citizen, one must understand the political system we have in the United States.

**Standard 1** - Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1.1 Objective: Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.

1.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the historical influences on our governmental philosophies.

- 1.2 Objective: Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
  - 1.2.1 Performance Indicator: Students will be able to demonstrate an understanding of how the United States became a nation, the causes of the American Revolution, and the Declaration of Independence.
  - 1.2.2 Performance Indicator: Students will be able to demonstrate an understanding of how the present United States system of government developed (e.g. the Constitutional Convention).
- 1.3 Objective: Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.
  - 1.3.1 Performance Indicator: Students will be able to demonstrate an understanding how the present United States system of government was developed:
    - a) the constitutional convention,
    - b) the 3 branches of Federal government, and
    - c) development of 2 party system.
- 1.4 Objective: Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.
  - 1.4.1 Performance Indicator: Students will be able to demonstrate an understanding of major events in United States history:
    - a) major causes of Civil War,
    - b) the American south during reconstruction, and
    - c) understand effects of immigration into United States during late 1800's and early 1900's.

**Standard 2** - Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from southern and eastern Europe.

- 2.1 Objective: Know the effects of industrialization on living and working conditions including the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
  - 2.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the demographic changes and the consequent major social/political/economic effects to the present time.

- 2.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the consequences of the progressive era, with particular focus on the effects of massive immigration and industrialism, the rise of the Robber Barons, the philosophy of social Darwinism, the work of social reformers, and the role of the federal government in regular business, and commerce.
- 2.2 Objective: Describe the changing landscape, including the growth of cities linked by industry, trade, and the development of cities divided according to race, ethnicity, and class.
  - 2.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the rise of the American city and its associated lifestyle.
- 2.3 Objective: Trace the effect of the Americanization movement.
  - 2.3.1 Performance Indicator: Students will be able to demonstrate an understanding of assimilation.
- 2.4 Objective: Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
  - 2.4.1 Performance Indicator: Students will be able to demonstrate an understanding of urban politics and how the powerless responded.
- 2.5 Objective: Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.
  - 2.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the consequences of the progressive era, the rise of the Robber Barons and the role of the federal government in regulating business and commerce.
- 2.6 Objective: Trace the economic development of the United States and its emergence as a major industrial power including its gains from trade and the advantages of its physical geography.
  - 2.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the basic geography of North America.
  - 2.6.2 Performance Indicator: Students will be able to demonstrate an understanding of how the United States moved from isolation to current world involvement.

- 2.7 Objective: Analyze the similarities and differences between the ideologies of social Darwinism and social gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, and Dwight L. Moody).
- 2.7.1 Performance Indicator: Students will be able to demonstrate an understanding of the consequences of progressive era and the philosophy of Social Darwinism.
- 2.8 Objective: Examine the effect of political programs and activities of Populists.
- 2.8.1 Performance Indicator: Students will be able to demonstrate an understanding of the role of the federal government in regulating business and commerce for the good of its citizens.
- 2.9 Objective: Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the sixteenth amendment, Theodore Roosevelt, and Hiram Johnson).
- 2.9.1 Performance Indicator: Students will be able to demonstrate an understanding of the consequences of the progressive era with a special emphasis on internal changes.
- 2.9.2 Performance Indicator: Students will be able to demonstrate an understanding of American foreign policy origins with particular emphasis on Teddy Roosevelt.

**Standard 3** - Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

- 3.1 Objective: Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, and family-centered communities).
- 3.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the consequences of the progressive era and the work of religious social reformers.
- 3.2 Objective: Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.
- 3.2.1 Performance Indicator: Students will be able to demonstrate an understanding of how religious revivals have changed American society.

3.3 Objective: Cite incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, and anti-Semitism).

3.3.1 Performance Indicator: Students will be able to demonstrate an understanding of religious based intolerance of other religious beliefs.

3.4 Objective: Discuss the expanding religious pluralism in the United States and California that resulted from large-scale immigration in the twentieth century.

3.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the major influxes of immigrants of differing religious beliefs.

3.5 Objective: Describe the principles of religious liberty found in the establishment and free exercise clauses of the first amendment including the debate on the issue of separation of church and state.

3.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the foundations of religious freedoms in this country, separation of church and state, and modern issues dealing with these questions.

**Standard 4** - Students trace the rise of the United States to its role as a world power in the twentieth century.

4.1 Objective: List the purpose and the effects of the Open Door policy.

4.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the effects of immigration into the United States during the late 1800's and early 1900's.

4.2 Objective: Describe the Spanish-American War and United States expansion in the South Pacific.

4.2.1 Performance Indicator: Students will be able to demonstrate an understanding of how and why the United States expanded into the South Pacific and Latin America/Caribbean during the early twentieth century.

4.3 Objective: Discuss America's role in the Panama Revolution and the building of the Panama Canal.

4.3.1 Performance Indicator: Students will be able to demonstrate an understanding of how Teddy Roosevelt caused the Panama Canal to be built.

- 4.4 Objective: Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's dollar diplomacy, and Woodrow Wilson's moral diplomacy drawing on relevant speeches.
  - 4.4.1 Performance Indicator: Students will be able to demonstrate an understanding of American foreign policy with particular emphases on the early twentieth century.
- 4.5 Objective: Analyze the political, economic, and social ramifications of World War I on the home front.
  - 4.5.1 Performance Indicator: Students will be able to demonstrate an understanding of how society changes as a result of World War I.
- 4.6 Objective: Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.
  - 4.6.1 Performance Indicator: Students will be able to demonstrate an understanding of how the British Empire declined and the American Empire arose in the early twentieth century.

**Standard 5** - Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.

- 5.1 Objective: Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
  - 5.1.1 Performance Indicator: Students will be able to demonstrate an understanding of American politics from the end of World War I to the start of the great depression.
- 5.2 Objective: Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas, and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.
  - 5.2.1 Performance Indicator: Students will be able to demonstrate an understanding of how America tried to isolate itself by narrowing individual freedoms and the responses to attacks on individual freedoms.
- 5.3 Objective: Examine the passage of the eighteenth amendment to the Constitution and the Volstead Act (prohibition).

- 5.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the social/economic/political changes from progressive era to the desire for “normalcy” in the 1920's and prohibition.
- 5.4 Objective: Analyze the passage of the nineteenth amendment and the changing role of women in society.
  - 5.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the changing roles of women in the early twentieth century with a special emphasis on women's suffrage.
- 5.5 Objective: Describe the Harlem Renaissance and new trends in literature, music, and art with special attention to the work of writers (e.g., Zora Neale Hurston and Langston Hughes).
  - 5.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the “Harlem Renaissance.”
- 5.6 Objective: Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
  - 5.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the effects of radio and movies in disseminating one popular culture.
- 5.7 Objective: Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.
  - 5.7.1 Performance Indicator: Students will be able to demonstrate an understanding of how mass production and long distance mass transportation changed American society.
- 5.8 Objective: Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
  - 5.8.1 Performance Indicator: Students will be able to demonstrate an understanding of how the presidency took unprecedented power during the Great Depression and its New Deal programs, and never let them go.

**Standard 6** - Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

- 6.1 Objective: Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.
- 6.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the Federal Reserve Bank System, the causes of its formation, and the economic weaknesses the late 1920's.
- 6.2 Objective: Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
- 6.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the causes of the great depression in the industrialized countries and how the federal government reacted to the crisis.
- 6.3 Objective: Discuss the human toll of the depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
- 6.3.1 Performance Indicator: Students will be able to demonstrate an understanding of rural problems during the great depression and how politicians tried to deal with the rural problems with a special emphasis on California.
- 6.4 Objective: Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
- 6.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the various attempts by the federal government to combat the problems caused by the Great Depression.
- 6.5 Objective: Trace the advances and retreats of organized labor from the creation of the American Federation of Labor and the Congress of Industrial Organizations to current issues of a post industrial, multinational economy, including the United Farm Workers in California.
- 6.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the organized labor movements with their successes and failures over time.



**Standard 7** - Students analyze America's participation in World War II.

- 7.1 Objective: Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.

7.1.1 Performance Indicator: Students will be able to demonstrate an understanding of how American entered World War II.

- 7.2 Objective: Explain United States and allied wartime strategy including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.

7.2.1 Performance Indicator: Students will be able to demonstrate an understanding of United States strategy on how to win a war on two fronts, with special attention on the battles that were turning points.

- 7.3 Objective: Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee airmen, the 442nd Regimental combat team, and the Navajo code talkers).

7.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the American soldier during the war with special attention paid to minority soldiers.

- 7.4 Objective: Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).

7.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the American political motivations that drove the outcome of the war.

- 7.5 Objective: Discuss the constitutional issues and impact of events on the United States home front including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

7.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the issues on the home front during World War II with a special emphasis on minority groups.

- 7.6 Objective: Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.

- 7.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the technological advances during the war with a special emphasis on the role that American business played.
- 7.7 Objective: Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
  - 7.7.1 Performance Indicator: Students will be able to demonstrate an understanding of Truman's decision to use the A-bomb.
- 7.8 Objective: Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the United States economy.
  - 7.8.1 Performance Indicator: Students will be able to demonstrate an understanding of the Marshall Plan and its consequences to Western Europe and the United States.

**Standard 8** - Students analyze the economic boom and social transformation of post-World War II America.

- 8.1 Objective: Trace the growth of service sector, white collar, and professional sector jobs in business and government.
  - 8.1.1 Performance Indicator: Students will be able to demonstrate an understanding of how the United States moved from an industrial nation to a post-industrial nation.
- 8.2 Objective: Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
  - 8.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the changing demographics in the United States, with an emphasis on Mexican immigration, agricultural work, and California.
- 8.3 Objective: Examine Truman's labor policy and congressional reaction to it.
  - 8.3.1 Performance Indicator: Students will be able to demonstrate an understanding of post World War II labor policies with an emphasis on Harry Truman and his problems with Congress.
- 8.4 Objective: Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.

- 8.4.1 Performance Indicator: Students will be able to demonstrate an understanding of federal and state fiscal matters.
- 8.5 Objective: Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.
  - 8.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the growth of the Presidents powers due to the Great Depression, World War II, and the Cold War.
- 8.6 Objective: Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
  - 8.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the basic geography of North America with an emphasis on its effect on the economy of the region and associated problems.
- 8.7 Objective: Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
  - 8.7.1 Performance Indicator: Students will be able to demonstrate an understanding of the advances in technology with an emphasis on an increased use of the microchip and miniaturization.
- 8.8 Objective: Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, and architectural and artistic styles).
  - 8.8.1 Performance Indicator: Students will be able to demonstrate an understanding of popular culture in postwar America with an emphasis on regional cultures becoming national culture.
- 8.9 Objective: Students analyze United States foreign policy since World War II.
  - 8.9.1 Performance Indicator: Students will be able to demonstrate an understanding of the two goals of United States foreign policy in a post-World War II era, a desire to spread freedom and democracy, along with a desire for Americans to make money all over the globe.

**Standard 9** - Students analyze United States foreign policy since World War II.

- 9.1 Objective: Discuss the establishment of the United Nations and International Declaration of Human Rights, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.

9.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the failures and successes of the United Nations in a post-war world.

- 9.2 Objective: Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.

9.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the role of United States led coalitions in keeping the Cold War mostly cold.

- 9.3 Objective: Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:

- a) the era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting,
- b) the Truman Doctrine,
- c) the Berlin Blockade,
- d) the Korean War,
- e) the Bay of Pigs invasion and the Cuban Missile Crisis,
- f) atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies,
- g) the Vietnam War, and
- h) Latin American policy.

9.3.1 Performance Indicator: Students will be able to demonstrate an understanding of Cold War internal policies of the United States, with an emphasis on Communist spying and its repressive governmental response, atomic testing, and the changing military philosophies.

9.3.2 Performance Indicator: Students will be able to demonstrate an understanding of Cold War foreign policy with an emphasis on stopping Communist expansion worldwide, including Europe, the Far East and Latin America.

- 9.4 Objective: List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, and the "nuclear freeze" movement).

- 9.4.1 Performance Indicator: Students will be able to demonstrate an understanding of how foreign policy and domestic reactions affected each other.
- 9.5 Objective: Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
- 9.5.1 Performance Indicator: Students will be able to demonstrate an understanding of how Ronald Reagan influenced the end of the Cold War.
- 9.6 and Objective: Describe United States Middle East policy and its strategic, political, economic interests, including those related to the Gulf War.
- 9.6.1 Performance Indicator: Students will be able to demonstrate an understanding of American Middle East policies with an emphasis on the two goals of spreading democracy/freedom and the desire to make money.
- 9.7 Objective: Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.
- 9.7.1 Performance Indicator: Students will be able to demonstrate an understanding of how relations between the United States and Mexico have changed throughout the last century with an emphasis on how economic issues underlie the other issues.

**Standard 10** - Students analyze the development of federal civil rights and voting rights.

- 10.1 Objective: Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
- 10.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the Civil Rights Movement, with a special emphasis on the reduction of institutional racial discrimination within the armed forces and its suppliers.
- 10.2 Objective: Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and California Proposition 209.

- 10.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the Civil Rights Movement, with a special emphasis on the court cases that outlawed racial discrimination.
- 10.3 Objective: Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
- 10.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the collaboration within the Civil Rights movement of African-Americans and whites with an emphasis on higher education.
- 10.4 Objective: Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
- 10.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the role of individuals within the Civil Rights Movement.
- 10.5 Objective: Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
- 10.5.1 Performance Indicator. Students will be able to demonstrate an understanding of the expansion of the Civil Rights movement geographically and across ethnic lines.
- 10.6 Objective: Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the twenty-fourth amendment with an emphasis on equality of access to education and to the political process.
- 10.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the expansion of voting rights with a special emphasis on the new access to education and the political process.
- 10.7 Objective: Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the nineteenth amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.

10.7.1 Performance Indicator: Students will be able to demonstrate an understanding of the changing women's movement from the nineteenth century to a reinvigorated movement in the 1960's.

**Standard 11** - Students analyze the major social problems and domestic policy issues in contemporary American society.

11.1 Objective: Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.

11.1.1 Performance Indicator: Students will be able to demonstrate an understanding of how immigration policies have changed.

11.2 Objective: Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, and environmental policy).

11.2.1 Performance Indicator: Students will be able to demonstrate an understanding of domestic policies in the post-World War II United States with an emphasis on speeches.

11.3 Objective: Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

11.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the changing roles of women in society with an emphasis on how the nuclear family changed.

11.4 Objective: Explain the constitutional crisis originating from the Watergate scandal.

11.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the Watergate scandal with an emphasis on its constitutional components dealing with Presidential powers.

11.5 Objective: Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws with particular attention to the interaction between environmental protection advocates and property rights advocates.

11.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the growth of the environmental movement.